

**Interviewee: Dr. Armand J. Galfo**

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AMENDED AND APPROVED BY DR. GALFO NOV. 2002

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**Williamsburg, Virginia**

- O'S: Dr. Galfo, what or who influenced you in taking up a teaching career?  
G: It was primarily two people actually. The Superintendent of Schools in Woodlawn Beach, New York, and a science teacher who was in that school system. They had both been science teachers, and I much admired both men.
- O'S: So, they were good role models for you to follow?  
G: Right.
- O'S: Did they actively encourage you to do that – to take up teaching?  
G: Not particularly. It was just the fact that they were role models. Both of my parents were very, very supportive of the idea, too, when I decided to do that. I started out to become a chemical engineer, but it always was in the back of my mind that I would like to teach some day.
- O'S: So you went off to college and studied....which subjects?  
G: When I first went to college, I went to Rensselaer Polytechnic Institute which is an excellent engineering school. I was only there for one semester before I was drafted. When I came out of service...
- O'S: This was World War II?  
G: World War II. Right. The war had been going on at the time. When I came out of the service, I planned to go back, not to Rensselaer, but to the University of Buffalo, because I wanted to be near home.
- O'S: Did you continue with a degree in that chosen area? You graduated with a degree in.....?  
G: In Science. In Chemistry and Mathematics.
- O'S: And then you went on to teaching straight away, I believe?  
G: I started teaching near the City of Buffalo, in a large school system (the West Seneca Central School system) that had recently been made up of several small districts. I was made head of the science department in this school system.
- O'S: How old were you at that time?  
G: Well, I was about 21. No, a little older than that – I am sorry, I was closer to 25, having been in the service.
- O'S: So, you left the service at the end of the war, would that have been around 1945 or '46?  
G: 1945. At the end of 1945. In November 1945. I went to the University of Buffalo for three years, and got my degree, and was immediately hired as Head of Science.
- O'S: Pretty amazing.  
G: Well, in those days....I have got to qualify that a little bit. In those days, so many people had gone to war, that many people who were teaching science in the schools actually had very little background and so when I came out with a background in science.....
- O'S: So it was a plus for you to come along?  
G: Exactly.
- O'S: So, after the University of Buffalo, you became a science teacher and head of the department and, then, where did you go?  
G: I was there for eight years, and I had applied... I wanted to get into higher education. I had placed my papers with an agency and I sort of forgot about it, and they suddenly... What happened was that I first went to Miami. I had been asked to come down there to become the Head of Science Education for the Dade County Schools in the Miami area, and I was only there for a year when

suddenly out of the blue I received a call from William and Mary that they were looking for someone to come into the School of Education.

O'S: Do you know how they found you?

G: Through this agency.

O'S: Do you remember the person who called you?

G: It was Dr. George Oliver, who was then head of the Department of Education at William and Mary. Dr. Oliver later, after a year or two, became the President of what is now known as Commonwealth University in Richmond.

O'S: So he did a very thorough job, conducting a nationwide search and finding you?

G: Yes. It was very lucky. Lucky for me.

O'S: This was in which year?

G: This was in 1958. Right.

O'S: So, you joined William and Mary in what capacity?

G: Actually, I came in to oversee the secondary education program. What happened was that the College - at that time the School of Education at the College was not a school but a department, a very small department with only five people here - needed someone to take over the student teaching, and oversee that for secondary education. They had a person - a lady here - who oversaw the elementary education. I was to take over the teaching of teachers at the secondary level.

O'S: I see. And were those teachers, or your students, going out into area schools? And getting their experience? It was a mix of practical and theoretical that was going on?

G: That's exactly right. Yes, right. We had... they would take a few courses in education, one of which would be methods of teaching secondary school, and I taught that. And then I would place them in the local schools here in Williamsburg and gradually we started. As the number of students grew, we had to start placing them further and further away, all the way down to Newport News and to Hampton, and other school systems - York County, but at first it was just in the local school, the local high school - the James Blair School.

O'S: When they had to go further afield, the transportation, I guess was an issue at that point?

G: Exactly. I had to arrange for... well, in many cases what we would do is we had students who had their own cars, who could provide their transportation, but eventually we actually had to have a sort of limousine bus to take them to various places.

O'S: And I wouldn't imagine too many students had their own cars at that time.

G: Not too many, that was a problem. But, at first there were enough so that one of the first things I would ask is if they had an automobile. If they did have an automobile then would they mind? Of course in most of the cases they didn't mind doing it and then maybe to take somebody else with them.

O'S: So they would be going out daily. They wouldn't be going out weekly?

G: No this, they would go for... During the first half of the semester, they would be taking courses, like the methods course. During the second half, then they would be out in the schools.

O'S: And, actually, I remember writing down here that you were Director of Secondary School teaching, from '58-'65, so a good seven years, from the time you came to William and Mary, and then it grew over that time as you said. And thus the School of Education is training future teachers for the nation?

G: Exactly. A lot of people don't realize how important the education of teachers had been at William and Mary. The history of it is quite interesting. First of all, during the colonial times, we actually had an Indian school here, and it was in the Brafferton building which is still part of the campus.

O'S: The College was established for that reason.

- G: Well, that was one of the reasons. One of the reasons was to prepare ministers for the Anglican Church, but the other reason was to help the Indians to become Christians, and also to become knowledgeable about England and the English language and so forth and so on. So we have, it was an educational institution, a teaching institution in that sense, at that time. Now at the time of the Civil War, of course, William and Mary practically went out of existence because all of the professors and all of the students, for all practicality, were in the service. And so the President kept the spirit alive by ringing the bell in the Wren building every day as if it was still operating. At the end of the Civil War, it was so devastated, there was no money, practically, for anything, and the only way they were able to revive William and Mary was for the legislature to have a reason to revive it, and the reason, of course, was to produce teachers. So, right after the Civil war, in a sense, in practicality, William and Mary was a teaching college for teachers. It was a teacher's college. And that allowed the legislature to say that they could provide money for that purpose. And that brought William and Mary back to life. Then, at the beginning of the twentieth century, near the beginning of the twentieth century, they went a little further and made it coeducational. Again, the reason being to make it more practical to produce teachers.
- O'S: Yes, the college was ahead of its time, in that respect.
- G: Exactly. And so the idea of teacher education is very highly embedded in William and Mary – in the history of William and Mary.
- O'S: It has quite a reputation abroad as well – for teaching?
- G: Oh yes.
- O'S: Did you find that this reputation had spread so far afield that you got students not only from the States, but from other countries?
- G: Well, by the time I came here, William and Mary had become, had gone back to the idea of a liberal arts college, as it was in the beginning, and the Department of Education was really small – had become very small. So, at that time, there were only five people that really made up the faculty of the Department of Education.
- G: And this was in 1958. It was a little bigger than that, in actuality, because, in order to fulfill the mission that had been placed on it, we actually had a great many of what we call – what's the term they use? – teachers who were not part of the faculty on a full-time basis. They were....
- O'S: Adjunct?
- G: Adjunct. There was a large adjunct faculty. There were a lot of courses being taught, not on the campus – there were courses taught on the campus - but there were a lot of courses being in the schools all the way over to Norfolk, up into Richmond, over to Gloucester, all over. Another.....
- O'S: May I interject here? So William and Mary was the center of all of this – they managed it all?
- G: What it really boiled down to was that at that time, when I came here, William and Mary was much larger than we know here in Williamsburg. Richmond Professional Institute in Richmond was part of William and Mary, which later became Commonwealth University. Norfolk William and Mary was part of William and Mary. Norfolk William and Mary is now Old Dominion University. Christopher Newport, which is now a university – right after I got here was conceived as a two-year junior college which could feed students to William and Mary and other state schools. It is now a university in its own right. All these places were part of William and Mary, and therefore the Department of Education – although it only had five faculty members here, had adjuncts in all these other places and sometimes in the secondary schools and elementary schools also.
- O'S: How interesting.
- G: So we were a small department.
- O'S: Yes, but very much spread out.
- G: Very spread out with adjuncts in many places.

O'S: Yes. So did you spend a lot of your time travelling between these ..

G: A lot of time. Especially when, well, in two ways. We were always required to teach at least one course as a faculty member on the main campus, we were always required to teach at least one course also at one of these other facilities. Sometimes I would teach over at the Law School, sometimes at Richmond, Hampton, or over at what is now Old Dominion (or in other words William and Mary Norfolk). I would always have to teach one course there.

G: In addition to that we would have to teach other regular courses – at that time fifteen semester hours on the campus. Part of that of course, in my case, was the student teaching and so forth. That was covered in six semester hours.

O'S: Sounds like quite a load that you had – by travelling and being on the road, teaching one course at another university and that was several times a week, I imagine?

G: No. Yes, but this was only one time – it was a three hour session. They were always three hours so we wouldn't have to go back and forth.

O'S: Logistically, we are talking about the days of the typewriter – before the computer.

G: Exactly.

O'S: Long distance toll calls. It probably wasn't so easy to make phone calls at that time?

G: We could. Yes, we could.

O'S: But you wouldn't use it in the same way we use the telephone now?

G: No, no (laugh).

O'S: What else would you have had in that time to communicate with?

G: Well, we did start doing something kind of interesting a few years after I got here. The college had set up a complete television studio in the Phi Beta Kappa building. In fact until not too long ago it was still there, but it is no longer there any more. And, one of the ways I worked with my student teachers was to have them bring a class to the studio and do a demonstration of their teaching there.

O'S: That was really innovative. I can imagine this was the precursor to today's videoconferencing?

G: Yes - of course you had to bring them here, because we had that kind of equipment.

O'S: And probably this took off in other areas? But you started it at William and Mary.

G: Yes, quite right.

O'S: Talking about your actual teaching. You taught statistics – advanced research in statistics courses for thirty-five years, I believe, at William and Mary.

G: That came up in unique circumstances, you might say. What happened was that the research in statistics was being taught by adjuncts and also, when we became a School (of Education) back in the 60's it was decided that research in statistics would have to become a very big part of the program, especially for those who would be going into a doctoral program. And, the Dean – the person who became the Dean – Dean Holland – said to me one day, he said, "You've got a background in science and mathematics. It seems to me that you really should be teaching research courses." So I agreed that I would do it, but I would need time to prepare myself, because I really hadn't done anything in research to speak of myself and also an awful lot of the research in education is based on statistical study and statistics.

When I went through science and mathematics, the idea of statistical studies were not even used in the sciences themselves. It had started in Britain in the field of biology. We started to see the need to look at research in the sciences in terms of statistical models, rather than the old-fashioned experiment - just experimental and results. In other words looking at it in terms of probability can change an important notion in studying biology.

And so I started working through all these things myself because I had sort of an idea of it, from some of the courses I had taken in biology, but I didn't have *enough* of a notion about it. So what I did, I took a year and went to the west coast. I had written a book on looking at research from the point of view of statistical modeling in biological research. I had done that, but I felt that I really needed even more than what I was able to dig out by myself. So I spent a year in Oregon with a think-tank that the State of Oregon had set up, called the Teaching Research Division of the State of Oregon.

AO'S: Can you remember which year that was?

G: That was in 1966. And that really opened up my eyes much more....

O'S: 1966. And, actually I see you were for one year Assistant Dean of the School of Education before you went.

G: Just before that

O'S: So you took over as Assistant Dean –

G: We had the Dean. But the Dean was really overloaded with the fact that we were starting to build a program that was supposed to lead to a Master's program eventually. And so, that one year I had become the Assistant Dean and had given up all my teaching except for what I think was one statistics course that I taught. And that was all.

O'S: Was that something that you wanted to do at the time, or does that sound.....

G: Well, yes...yes, I sorted of wanted to do it. But I found out very quickly that I didn't!

O'S: You didn't?

G: Yes, when I went to Oregon finally to work with these people, most of them were psychologists, they were very well versed in the notion of statistical analysis of data. You know, the kind of research that you do with people where you are dealing with probability rather than preciseness in other ways. But I found.....it just opened up my eyes. It led me to start doing... I wanted to do research.

O'S: Very useful.

G: I wanted to do research. So when I came back that's... I was all through with being an administrator and the idea of being in the administrative area was gone.

O'S: So you shifted your focus?

G: Absolutely.

O'S: Completely.

G: Completely.

O'S: So now you were going to do teaching and research at the same time?

G: Concentrating on teaching and research. Exactly.

O'S: And is that basically what you did for the rest of your time?

G: Yes. The more educational research that I did, the more I understood, and wanted to do. ....That I could encourage students to understand the basic ideas of educational research and statistics.

O'S: Did you see your role as pivotal at William and Mary? Did you see a big change after you became involved in this area?

G: It wasn't just me, I must say. We started hiring people who had a different focus than the ones that we had – the older people that were here at that time. We started seeing that it would be necessary that – if the budding School of Education was to mean anything – it would have to change its focus from the mechanics of teaching teachers to also getting them to understand what good research is, and what is not so good. There was a lot of so-called research going on, both in the field of education and its psychology that were really very poorly conceived and done. Because a lot of it – people, it seemed to me – that a lot of people who were trying to do both educational research and psychology were misunderstanding the model completely. They – a lot of them, I believe, had had the word 'statistics' in the lingo. A lot of people approach mathematics as

something where you sort of memorize the formulas and then apply the formulas, without really understanding what's behind it.

O'S: Yes. It is too bad that those people were, as you said, writing the articles and presenting the manuals.

G: Yes, I found so many had a complete misunderstanding of their own data, in terms of what the data... In a lot of cases, data meant nothing and they 'proved' their conclusions from data that they should never have ....

O'S: Very dangerous to do that.

G: Right.

O'S: So, over those years you published, I know, various books and articles on statistics and research. Can you elaborate on any of those books, and how they were also used in your own classes at William and Mary?

G: The basic text– its main focus was to get teachers to understand the notion of probability – I had developed in such a way that they could 'read' research and do a critical analysis as to..., and understand whether the research was good, bad or indifferent. That was the main focus of that text.

O'S: What was the name of that text?

G: It was 'Educational Research and Statistics. It was published by Brown & Co. I revised it several times and it was used in about forty universities in the United States and Canada. But, as I say, the main focus of that (and of probably the basic research course that I taught – that all the students in the masters program had to go through) was to get people to understand statistics from the point of view of probability, and to understand what it really meant. What that really means when you hear researchers bandy the idea of "the probability of this is such and such" or "there is less than 2% or 3% probability". And also to look at the kind of data that were collected, and whether the data actually fit the question. A lot of times the data would not even fit the question at all. The way the data was collected – the sizes of the samples they were using and so forth, you know, rendered it meaningless. So the general idea was always to get the students understand that.

O'S: And so, you said you weren't alone doing this at William and Mary. Which other professors were you working with at that time. Who were your colleagues?

G: By the late sixties, John Lavach taught the basic course in educational psychology, and Roger Reese also taught the same type of courses.

O'S: So, were you a committee which constructed your courses together?

G: Yes, we were part of what was called The Foundations (of Education) Group. In other words the theory and fundamentals of education. We were a small group. It is still in effect. There is a group in the School of Education. You know, for example, philosophy was taught ... Howard Holland was History of Education and Philosopher. That group still exists. It presents the basics of ... foundations. And so these were my colleagues, and I still consider them my colleagues. We are still pretty close.

O'S: You are still friends – and do they live around here?

G: Oh, yes we all still live around here. George Bass, of course, is part of it now. I used to think they were young, but of course they are not so young any more! (Laughter) Well, we still get together and go get that Lafayette Ticket, so they call it - where the Lafayette (Restaurant) is cool and we can get the two-for-one dinners. We still do that – with my colleagues.

O'S: That is very nice. So you formed lasting friendships, obviously.

G: Lasting friendships. I think that as a group we had some influence on how the School of Education developed in those years.

## Pause

- O'S: To continue our conversation...We were talking about research. How do you feel your research impacted higher learning in general.
- G: That's hard to tell. I don't know how it impacted. To me the greatest impact was when I taught my students to actually say, you know "I am doing research" and in some cases, after I revised my texts, for example my own research in the texts. I don't know. It's hard to know. Except I do know that if you are going to teach about research you had better do it!
- O'S: And I imagine you had feedback from your students all the time?
- G: Yes, I still get feedback. I still have students to this day who tell me that they have gotten into situations where they have used some of the things they learned, or they are either doing research of their own or are engaged in other people's research. I have a good feeling about that. That to me is... I made some sort of impact, I don't know what.
- O'S: And so you turned it around from the days when they didn't use research properly.
- G: Yes
- O'S: With regard to the School of Education, was it difficult to expand and get it accepted? Was it an easy process, or did you feel you were in competition at all?
- G: No. Actually, once we started building a faculty that concentrated on both teaching and research, we became more and more accepted by the faculty. I think that at one time, the Department of Education – what they had wasn't very important. (The School of Education) was just something that needed to be here. I think we have reached a point now where the research being done here is noted as being of very, very high quality - by the faculty of the School of Education. They are receiving large grants, and I think it has become more and more accepted as being a quality school of education. We are receiving accolades from the media, USA Report - Business School of Education as being a high quality school of education. I think that has changed a lot.
- O'S: Yes, so that is a good feeling, isn't it....?
- G: Wonderful feeling.
- O'S: To have laid the foundation for that?
- G: Right.
- O'S: You were appointed by the Board of Visitors to be the first Heritage Professor of Education, and, I believe the first one was in 1985 and you were reappointed in 1988. This chair was established to honor a tenured, full professor at the School of Education for exemplary contributions in the field of research , writing and scholarship in his or her domain of education. And to be recognized not only at the college level, but also throughout the State and the Nation. So what did this mean to you at the time? How did it impact your life in other ways?
- G: Well, I think, needless to say, it was just a wonderful thing to have happen. When you are recognized by your own colleagues in that way, it couldn't be a more wonderful thing to happen, really. I was just flabbergasted and delighted.
- O'S: That was very good. So, you were really surprised by it.
- G: Yes, in a way. (laughter)
- O'S: I am aware that the School of Education is currently housed in Jones Hall and know, that at its - well not at its inception because I know it had just been reduced to being a very small School - but there was no permanent home at the time for it. It was spread over two or three small buildings – I read this from your articles. So, that must have been frustrating to be spread over two or three buildings. Maybe

you could elaborate a little more about the conditions, how it impacted teaching, how you overcame it and what happened?

G: Well, it was difficult, but, we - I don't feel that it was that difficult. We knew that eventually things would work out, or at least we felt that way. We had – at one time we did have hopes that we would have an old building, one that had been under plan back in the 60s actually, but it had never materialized - but we had actually had had an opportunity to join the School of Business, which was in the Jones Hall building which is now occupied by the School of Education, much earlier. And the Dean who succeeded Howard Holland – Dean Brooks was waiting and hoping for our own building, so he passed up that opportunity then, but then took it up later on when it became evident that we really needed to have some place where we would be altogether. At that time, we were still in what was the old Methodist – some of us were in what was called the old Methodist Church, which is right next to Binn's Department Store. It was torn down because they were building a new church – we had been renting it from the Methodist Church.

O'S: So you had been sharing the space with the Church?

G: No, we weren't sharing it. The Methodist Church built the new building but kept the old – I don't know who actually owned it at that time. It might have been Colonial Williamsburg, but we – the College – were renting it because we needed a place for new offices and so forth.

O'S: So, after they moved out – the congregation moved out, you came in and would you remember the year?

G: I think it was in the late 60s, early 70s.

O'S: I recently came across some beautiful postcards of that church, that.. I was looking through a collection here at William and Mary.

G: Yes. The interesting thing about that .. the thing that was frustrating was that we had to park in the lot that's behind there which only allowed you to park for two hours, or something like that (laughter), so we were like the keystone cops – every two hours we had to go out and change our parking places.

O'S: Oh, dear. That must have been a big problem!

O'S: Dr. Galfo, as you know, the College of William and Mary is currently facing huge cuts in State Aid, which will directly impact many programs here at the college. Do you remember a time when fluctuations in State Aid affected your program, or the college as a whole?

G: Well, during the ...let's see, during the early 80's we had a similar situation where State Aid became much less than it had been and we did have problems . We didn't get the pay raises we thought we were going to get, and so forth like that. So, yes, we have had that happen in the past. The aid that impacted us a lot at one time was the aid that was given to the students directly to become teachers. That was taken away, oh, some time ago .. I can't remember exactly when. There also was something else that had some impact – the teachers in the schools had always received like a stipend, and so forth, and I don't believe they still do that anymore. I am not sure. But for the people who are going to become teachers, that has virtually disappeared.

O'S: When you actually arrived here at the college, State Aid (or the College) was really well funded, and there was never a question of not receiving it?

G: There was always some fluctuation, but the aid was quite strong at the College, for many, many years – until the early nineties. And then of course, after the economy grew in the latter part of the nineties, that helped a lot, but still over the years the college has lost a lot of state aid. Really.

O'S: And they lost a lot of support, and.....

G: Well, percentage-wise, it has gone down and down and down.

O'S: Yes. I know you were friendly with one or two Virginia Governors. Do you see a change in the relationships... what is your view on why this has happened.

G: Well, it was kind of interesting that when I came to Virginia the Democrats were in power, but the Democrats in Virginia were always considered to be quite conservative. And, yet, one of the things that – probably because of the influence of Thomas Jefferson – they were always very supportive of higher education. And, the ... once we started having more competition between the republicans and the democrats, both parties have moved more and more towards ... less support for higher education in general. During the time, for example, William Spong (who later became the Dean of Law in our university here) was a State Senator there was a lot of support that grew from a report he made on higher education and on education in general. The Spong report was very influential and yet, Spong was a conservative democrat. And Mills Goodwin, the Governor, who bolted the Democratic Party but became Governor as an Independent, I believe – I can't remember now – but at any rate he was highly supportive of higher education and of education in general. He was the one who was largely responsible for the movement to have .....junior colleges. In fact he was the one who developed the junior college program that we had in this State.

O'S: Well, let's hope that our current Governor will bring the funding back.

G: Whoever is there – whomever becomes Governor.

O'S: So how many College of William and Mary Presidents were here during your time?

G: Oh, goodness. Let's see. Chandler – this was the second Chandler. Admiral Chandler who was the son of one of the Presidents who was here for many years. Chandler was the first one I served under. He was followed by, Mr. Paschall, let's see..

O'S: As we go through them, perhaps you can talk about your relationships with them? How well you knew them, how much you interacted.

G: Admiral Chandler was a little bit difficult to know. He was a very correct military man. But I do know this, that when I showed up at William and Mary, having come directly from a reserve assignment, and being in uniform, instead of questioning whether I should be hired, he immediately said to the then Head of the Department, Dr Oliver, he said "Hire him"! (Laughter) So at least I know in that sense that he thought a military man would make a fine teacher.

O'S: (laughter) That's interesting!

G: Well, I am trying to count them ...let's see, there were Chandler, Paschall, Graves, Verkuil and Sullivan.

(END OF SIDE ONE)

## Pause

O'S: I noticed in your correspondence with the Presidents of the College that you would share with them information on your research, or that they would comment on your sabbatical in Oregon, etc. Do you remember any particular incidents with any of the Presidents that you would like to comment on?

G: Well, I suppose the one incident that displeased me and dismayed me was ...I don't know if I ....should I mention the President, I don't know? I suppose I should. Dr. Paschall had been very supportive of me when I was here, but the thing that amazed me was that when I did go out to Oregon with a research group under a Government grant - in order to better my understanding of educational research - that year was not counted towards increasing my pay, because I was

on another campus. It was a little bit disturbing. But I guess in the long run it didn't bother me that much, but at the time I was a little bit upset about that.

O'S: Was that a policy at the College at the time, or did you feel it was something that they could have done something about.

G: No, well I don't know. It was something that could have been done, because obviously the President had the say-so.

O'S: That sent a negative message to you at the time?

G: Yes, it did. It sent a negative message and I did think at the time about the possibility ...I had been offered the possibility of ...I had been offered actually the job to become the Associate Superintendent of Schools for Dade County, Florida (they had kept track of me all the while), to become the Associate Superintendent in charge of research for the County. I thought about it, but the more I thought about it I just couldn't leave William and Mary. But I was a little bit upset at the time, because it seemed to me that if one takes a - you know, one does have an honor bestowed in terms of a grant from the government to improve one's own teaching skill and research skills. I was still part of the (College's) faculty - at the time, I was on leave. I thought they could at least have done something - that's the same as teaching anyway.

O'S: It would seem so.

G: At least with that much.

O'S: You probably got the support of teachers and your peers.

G: I did. Very much so by the deans and colleagues, and so forth

O'S: I know you were very highly thought of, that many of the correspondents attested to that

G: Yes, and I must say that as far as Dr. Paschall was concerned, he was also very supportive when I became a full professor, during his watch, after being here only ten years. So (laughter) from that point of view, he was very supportive.

O'S: And what about other faculty members, with whom you collaborated. What do you remember about them and their projects. You commented earlier about keeping in touch with professors you worked with - across the board at William and Mary, did you have any special collaboration?

G: In terms of Research?

O'S: Yes, research, projects that ...

G: Not particularly, because my research was really out of the purview of things that they did. A lot of my research had to do with my military experience, and so forth, so it was a little out of their fields of interest. But we did a lot - at the bottom of the collaboration though, was how we shaped the School of Education and the ideas which made the School of Education what it is. In a lot of cases, for example, I was on committees which would choose new professors and that was extremely important, because, those of us who were younger and were doing research were much more instrumental in bringing people of that quality here. And I think that is what is the main impact we had as a group.

O'S: Yes, so rather than name any particular professor, you felt that you did work very well on various committees.

G: Yes, and very often I was asked to be on committees - doctoral committees - with my fellow professors to bring the idea of somebody who is interested in research and statistics onto a committee - to ask the questions having to do with students' research.

O'S: Yes, I noticed you were actually on dissertation committees, evaluation committees and were a faculty adviser. So you really did cover a lot of ground.

G: Yes, I was asked to chair also the committee that brought Jim Yankovich here as Dean and was on the committee selecting the other deans, and so forth.

O'S: What about your involvement with Kappa Delta Pi, which is the Honor Society in Education?

- G: Well, that was very interesting to me, because, when I was at the University of Buffalo, I was in Phi Delta Kappa, which was all-men – at one time, I don't think it is any more, an all-men honor society in education. And I don't think we had a Kappa Delta Pi at the University of Buffalo and, frankly, I had never heard of it before. But very soon after I got here, the professor, who was adviser to Kappa Delta Pi, went back into the school system where he came from, up in Ohio, and so I was suddenly asked by the Chair of the Department whether I would take it over. And I would say there were only five or six of us at that time, I guess. So I agreed and I didn't know very much about it. But I did go to the national meeting and got a great idea from them. The national Kappa Delta Pi honor society in education had been honoring people who contribute to education, who are not particularly educators themselves. I found out that Albert Einstein, Eleanor Roosevelt, James Fulbright, had been honored. So I immediately got an idea and brought it back to the society and asked the national chapter if they thought it would be a good idea. I said to them "Is it not possible for them to have laureates, as they call them, at William and Mary"? In other words, at our local chapter, can we not do the same thing as at the national? And so they said, "yes, go ahead and do it".
- So the first year that we did this we honored Edward R. Murrow and the then-Governor of North Carolina, Terry Sanford, who we thought had been contributing to education in their own way. Terry Sanford was a wonderful governor of North Carolina, who actually to this day – what he did when he was governor affects North Carolina to this day. North Carolina has a higher education program - and the secondary elementary school program in North Carolina made tremendous progress - because of Terry Sanford. Edward R. Murrow was a wonderful educator – a man, who as a journalist, was known all over the world. "This is Edward R. Murrow from London" still resonates! (laughter)
- O'S: Even those of us who were born after his time remember those words.
- G: Yes, "this is London"! Well anyway, it was unfortunate when the time came for the honor to be conferred. I received a call from his wife that he had developed lung cancer and would not be able to come. I said, "Well, would you mind if we just honor him in absentia". And she said "Yes". So, Edward R. Murrow and Terry Sanford became our first W & M laureates in Kappa Delta Pi.
- O'S: Yes, and I also noted some others that you had correspondence with and some accepted, some didn't. Representative Edith Green of Portland Oregon
- G: Yes, Representative Green who was Head of the Education Committee in the House came.
- O'S: Mills Godwin of Virginia?
- G: Mills Godwin
- O'S: Winthrop Rockefeller.
- G: That is an interesting case. W.R. came at the time when he decided to run to become the Governor of Arkansas. And, er, we honored him because at the time he was the President of the Colonial Williamsburg Foundation. And of course we considered Colonial Williamsburg to be the other education facility in Williamsburg!
- O'S: Yes, of course! And also U.S. Senator William B. Spong?
- G: Yes, he was a – he came from wonderful stock. After he became the U.S. Senator from the State of Virginia he was voted by his colleagues as being the brightest man in the Senate.
- O'S: That is very interesting.
- O'S: Walter Cronkite?
- G: Walter Cronkite. Well, he accepted but we have never been able to bring him here. I still have hopes of bringing him here. When he accepted he accepted over the telephone. It was kind of interesting – my family and I were getting ready to go to Florida and the phone rang and one of our sons happened to be in the

house at that time) – youngest son, a little boy at that time – and he came out and said “Dad there’s some wise guy on the phone who says he is Walter Cronkite, and wants to talk to you” (laughter). And so I went in, and he had accepted – unfortunately when the time came that he was supposed to come to the campus, NASA had had to reschedule one of the moon shots of the Apollo program, and Mr. Cronkite called back and said he couldn’t come then, and we never could get together after that. But at any rate, one of these days, I am going to talk to the Kappa Delta Pi society and tell them that “we still should get him here!”

O’S: Very good idea! And you could refer to his correspondence?

G: Yes.

O’S: And you mentioned Nelson Rockefeller as well?

G: Now Nelson Rockefeller did not accept it. He was Governor of New York at the time.. Winthrop Rockefeller was the one who came here.

O’S: We can just touch on this, probably not talk too much about it - During your time at William and Mary, I know there were many times you did research for the Reservists, for the War College and you conducted your own personal studies in areas you were very interested in – Peace Studies in Europe, in England and Germany you conducted studies in the schools.

G: Exactly.

O’S: And how did you manage your time - to fit it all in with your work at William and Mary.

G: The study my wife, Mary, and I did in Britain during the spring and summer of 1985, because the British schools were all in session until July. My wife and I did it on our own after the regular session ended here in May.

On the other hand, the study that I did in Germany the first time was also done during part of the summer, and I also went during the fall, and during the fall of 1987 I had a sabbatical from the college and also received a grant from the Institute of Peace which had been set up by Ronald Reagan. I was one of the first five recipients that the Institute of Peace gave at that time – it had just been set up and I got that grant, and we did it from August (when the schools in Germany start to be in session again) through almost November.

O’S: Well, I don’t know whether you ever took a vacation. (laughter) It just seemed like you went from one thing to another – from William and Mary....

G: I didn’t consider it work!

O’S: No, you didn’t consider it .... It was?

G: It was fun! A hobby! (laughter)

O’S: That’s great. And I notice your “Findings on Students’ understanding of the four-decade NATO/Warsaw Pact Confrontation” were published and presented at international symposia, notably at a session on Anthropology of War and Peace in Zagreb (Yugoslavia at that time).

G: Right.

O’S: And so, you were very well known, I believe, abroad. In England, I noticed a lot of letters from different professors attesting to this fact. Your Peace Findings were well published on the front page of the London Times.

G: That came about because I had published some of my findings of the first study – in a journal of the University of Leeds – and The Times picked up on it and called me and the Publisher wrote to me and so forth, and they did publish the findings in The Times.

O’S: In this current day and age, with all the conflicts going on?

G: Yes

O’S: I expect that this is still very much at the top of your mind?

G: Well, NATO, especially at the time the Berlin Wall went down, there was really a question whether it would be needed at all. Luckily it was – for example, students in Germany that I talked to that were practically saying that NATO wasn’t needed

and so forth but it was a good thing that it was there to do something about Bosnia. At the time the Bosnian conflict was just beginning.

O'S: Yes, I agree with you. I think NATO should stay.

G: And the students I was talking to – there was a lot of conflict among the students in terms of what it meant once the Soviet Union was practically dissolved, and so on and so forth.

O'S: You and your wife have been longtime, and quiet, supporters of the School of Education Annual Fund, and, I believe, of the Galfo Pooled Income Fund. You have also donated to the University Archives. You have been very generous supporters in other ways. Perhaps you could share your philosophy on giving? I know you are Roman Catholic and I don't know whether this also plays into it. But I wonder if you could share your general philosophy on giving?

G: I think it is my general philosophy of life rather. I have learned from being a teacher for so long that teaching is a powerful way to touch people. The way you try to help them is the way you are remembered. That is the way I look at it. When my wife and I set up the Galfo Research Award – we set it up here at the College – the reason we did it was because I felt that I owed so much to my students and future students, that we should do something. And also it was wonderful just to see them and talk to them and to understand how they themselves talked about what they were going to do, and how they might affect their students. And soon after that we decided to set up another award, which is called the Science Teaching Award, and for me it was sort of in honor of my wife who was a science teacher too, and we both felt the same way about doing that too.

O'S: You have been very generous to the college.

G: Well, it is very easy to be generous to the college. The College has done so much for us.

O'S: So, in summary. Which aspect of your time at William and Mary would you like to be most remembered for?

G: Which aspect? It is hard to say....

Primarily as a teacher I think. The research I was doing I think helped me be a better teacher, so that was really the main purpose. That to me – I hope is my legacy. The fact that students still recognize me and we talk about when they were in classes at such and such a time. At the last President's Council Dinner – I ran into one of the students that I had placed down in York County as a Math teacher back in the early 1960's sometime, and it was just wonderful to see her and to have her say how much she learned by being one of my students and the fact that she is on the President's Council, because now she has contributed to the College, too! That kind of a legacy is just great.

O'S: Well, Dr. Galfo, thank you very much for coming and giving your time to the Oral History Project at the College.

G: You are very, very welcome. Thank you.